DOCUMENT RESUME

ED 073 111 SP 006 233

TITLE	Elementary Teacher Education Program.
INSTITUTION	Indiana State Univ., Terre Haute. Elementary Education Dept.
PUB DATE	Nov 71
NOTE	79p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Programs; *Elementary Education; *Program Descriptions; *Student Teaching; *Teacher Education; Teaching Skills
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

The first two years of the Indiana State University Elementary Teacher Education Program (I.S.U.E.T.E.P.) emphasize the basic bachelor degree requirements so as to provide each student with a balanced and adequately developed program of general education. The last two years of the student's training stress professional education. The second phase is designed to intensify the student's examination of the teacher's task and to allow him to focus specifically on teaching children and to develop the necessary skills, abilities, and attitudes. The professional education courses are blocked into four sequential blocks. Block one occurs in freshman or sophomore years and provides initial experiences in working with children while taking course work in child psychology. Blocks two and three combine the professional methods courses. Block four involves the student in student teaching for a semester during which time he is supported by the faculty through continuing seminar work. This assistance is taken to the student, while in a live classroom situation, through the establishment of student teaching centers. (Appendixes include related program material.) (Author/MJM)

from

INDIANA STATE UNIVERSITY

DEPARTMENT OF ELEMENTARY EDUCATION 1187
Terre Haute, Indiana 47809

ELEMENTARY TEACHER EDUCATION PROGRAM

Submitted for the 1972 Distinguished
Achievement Awards Program

American Association of Colleges for Teacher Education

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November 18, 1971

CONTENTS

Summarization of Indiana State University Elementary Teacher Education Program

Description and Development of the Program

Indiana State University Elementary Teacher Education Program

Special Features of the New Program

Implementation of the Program

Personnel Involved

Evaluation Procedures and Data

Contribution of Program to the Improvement of Teacher Education

APPENDIX

Elementary Education 100 Syllabus

Student Teaching Centers

Behavioral Objectives

Block 1 Objectives

Block 11 Objectives

Block 1V Objectives

~~Slides of the Program~~

SUMMARIZATION OF THE INDIANA STATE UNIVERSITY ELEMENTARY TEACHER EDUCATION PROGRAM

For the first two years, the major emphasis for a student in the Indiana State University Elementary Teacher Education Program will be placed upon the basic bachelor degree requirements so as to provide each student with a balanced and adequately developed program of general education designed to foster individual fulfillment and to bring into reality the social, economic, and philosophical problems of the society. This aspect of the ISUETEP possesses flexibility, permitting a large degree of individualization for each student through selection of courses within an established framework. Virtually every area of the general B.S. requirements allows the student a degree of freedom in determining the courses which will meet his educational needs. Continued exposure to courses outside of professional education during the four-year sequence is fostered through areas of specialization designed to complement the ISUETEP and to provide for increased competency on the part of the student. A wide range of opportunities is open to develop an area of specialization suited to the student's individual interests and aspirations.

The last two years of the student's training are not divorced from his program of general education but have as their major concern the work in professional education. The main purpose of this phase is to intensify the student's examination of the teacher's tasks and to allow him to focus specifically on teaching children and to develop those skills, abilities, and attitudes which insure successful performance in his own teaching. The program provides for integration and continuity through blocking the professional education courses into four

sequential blocks. Block one occurs in the freshman and/or sophomore years and provides first-hand, initial experiences in working with children while taking course work in child psychology. Blocks two and three combine the professional methods courses. Block four involves the student in student teaching for a semester during which time he is supported and assisted by the faculty through continuing seminar work. This assistance is taken to the student-- now in a live classroom situation-- through the establishment of "Student Teaching Centers."

The consequences of this program provide the ISUETEP graduate with the requisite general education and general teacher behaviors as well as more specific competencies necessary to meet the expectations of a teaching assignment serving the needs of the children he teaches.

DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

In the fall of 1969, the Department of Elementary Education at Indiana State University initiated a major revision of its undergraduate teacher education program which took the next two years to design and to develop. The department's purpose for this revision was the belief that we could strengthen an already existing program in such a manner as to better the quality of the product and do it with our existing facilities and resources. Thus, no grant money was involved nor was the new program to require significantly more resources or facilities to be provided by the University. Our emphasis was placed upon improving the whole four-year undergraduate educational program for elementary majors through restructuring and revising the present curriculum, reallocating and recombining available resources, and extending and maximizing use of existing facilities.

In the initial stage emphasis was placed upon a self-study within the department. The self-study involved each faculty member individually and jointly investigating his beliefs and attitudes toward the existing program, offering his ideas on how that program could be improved and on the ways or means by which his contribution could be made more meaningful. As the self-study continued in the fall of 1969, it increased communication among faculty and between faculty and administration and led to a much wider dissemination of information pertaining to resources and facilities. Most importantly, the self-study produced an analysis of the existing program citing both its strengths and weaknesses, thus providing the foundation for the framework for revision.

Evaluation data from student teachers regarding their preparation had been collected for a number of years. This collecting of student evaluative data was extended to include those students currently in the program as well as teachers who had had teaching experience after completing the program. The data included information on general education preparation as well as professional preparation. Like the self-study these data became an input for both the basis for revision and the revision itself.

A third input into the revision was a careful and comprehensive examination of the newly developed "Model Programs for Teacher Education" produced at a number of different universities and colleges. An extensive study was undertaken to determine what the models advocated as the major areas of preparation for elementary teachers and with what specifics, what the feasibility was of our building a program on behavioral objectives and to what degree, and what the models contain that could be useful and adaptable to us.

Following this initial stage two committees were formed within the department: The "Revision of the Elementary Education Teacher Curriculum" committee was charged with the responsibility for revising the general education aspect of the elementary program and the area of specialization, while the "Revision of the Elementary Education Professional Sequence" committee was to revise the professional preparation aspect. Each faculty member served on one of these committees. A number of faculty served on both for purposes of communication, continuity, and integration of effort.

Revision of the Elementary Education Curriculum

William Walker	Vanita Gibbs	Curtis Osburn
Richard Biberstine	Melvin Frazier	John Sanders
Daniel Merritt	JoAnne Toney	Linda Vickers
Lloyd Smith	Evelyn Bell	Ralph Jones
Janet McCarthy	Claudia Baxter	Carlos Watson

Revision of the Elementary Education Professional Sequence

Carlos Watson	Otto Shipla	Monte Allen
Ralph Jones	William Linville	Virginia Mitchell
David Waterman	Richard Biberstine	Joan Zwerner
William Walker	Curtis Osburn	Evelyn Bell
Ruth Runke	Melvin Frazier	JoAnne Toney
Charles May	Daniel Merritt	

In this second stage, the committees working as a whole and as sub-groups, collected data through interviewing students, faculty outside the department, and chairmen of academic departments; continued to review the "model" programs; developed cognitive knowledge regarding the University's general education requirements and the State of Indiana's certification requirements; researched the existing literature of teacher education; studied present departmental and University facilities and resources; visited other teacher training institutions; etc.

As a result of their deliberations and conclusions, the following program was developed with the express purpose of assisting the prospective elementary teacher to maximize his effectiveness.

ELEMENTARY TEACHER EDUCATION CURRICULUM

Rationale

An undergraduate teacher preparation program, built upon the principles and techniques of behavioral science, demands an interdisciplinary approach. Each branch of knowledge contributes its own unique content and modes of inquiry to the total program, and as a result the student experiences the comprehensive character of organized knowledge as it relates to human behavior.

The competencies teachers need to perform their primary and supporting tasks provide the basis for determining the content of a teacher education program. Individual differences in the learning patterns or preferences of students in a teacher education program must be taken into account fully and provided for adequately in the design of instructional experiences. Not only do prospective teachers learn differently, but they learn different things, and they put together similar things in different ways -- and each may be equally successful in bringing about a desired outcome in pupils.

To institutionalize and operationalize this rationale for teacher education, a revision of the general education, professional education, and elective aspects of the undergraduate elementary education teacher preparation program has occurred.

General Education Program

A broad, basic core of general-liberal education, designed to foster individual fulfillment and to prepare citizens for participation in our democratic society, is necessary in teacher preparation. The objectives of this area are:

1. To understand the role language plays in a society.
2. To comprehend the physical and biological aspects of the world and universe and their constructive social forces.

3. To understand society and differing cultures, both in the United States and abroad.
4. To enhance sensitivity to one's own role in modern societies.
5. To grasp relationships as expressed in mathematics.
6. To conceptualize the potentialities in man's historical past and the transient, uncertain present.

It is proposed that an elementary teacher be broadly educated in the natural and physical sciences, the social and behavioral sciences, mathematics, and the language arts and fine arts.

-- that he acquire the understanding needed to make intelligent decisions relative to current social problems.

-- that he understand both structure of knowledge and methods of inquiry in various disciplines relevant to his professional activities.

-- that he is able to understand major trends in the rapid change taking place in the various societies of the world.

-- that he be able to prepare his pupils to live productively and creatively in the midst of change.

-- that he be able to distinguish between opinion and tested research, between tradition and scientifically developed theory.

-- that he be professionally knowledgeable enough to base his educational innovations on tested or testable information.

Professional Education Program

This program provides the opportunity for the prospective teacher to learn how to translate knowledge into educational action in the classroom. Evidence that prospective teachers can bring learning about before they assume responsibility for the learning of children must be taken into account in the design of these instructional experiences. Such evidence can be obtained under laboratory and/or simulated conditions in the beginning but competencies must be demonstrated under classroom conditions prior to the assumption of full teaching responsibility. Pre-professional contact, both simulated and live, with elementary age children and schools must be planned educational experiences which bring into reality the various approaches to the problems of learning and human growth and development, and the problems of social and philosophical foundations, as well as a behavioral view of the teacher as a person in terms of the impact his behaviors have upon learners.

This program focuses upon the study of instructional strategies, opens the door to disciplined inquiry into those areas related to the elementary school curriculum, and places particular emphasis on the specific content included in the elementary school. The content included under this aspect of the undergraduate elementary teacher education program is more directly applicable to teaching in the elementary school.

It is proposed that an elementary teacher have extensive knowledge and skill in the fields of human learning, child growth and development, social and philosophical foundations, and in the areas of reading and language arts, social studies, science, mathematics, fine arts, physical education and literature for children.

--- that he receive a guided and gradual introduction to teaching experiences and responsibilities.

--- that he be expected to enhance his professional skills and knowledge.

--- that he be able to cooperate with other professionals in diagnosing accurately particular instructional situations and in prescribing instructional treatment.

--- that he be expected to extend his skill and knowledge applicable to understanding human behavior, to using competent learning processes in educational settings, to understanding social problems and processes, and to stressing purposes.

--- that he be able to make efficient and effective decisions about the experiences needed by learners, the materials and activities that should be used, and the appropriate organization of content.

--- that he be prepared to modify his educational beliefs and practices throughout his career to take advantage of the expected changes in knowledge, theory, and methods.

Elective Program

This program permits the elementary education major flexibility in developing programs suitable to his individual needs as well as to provide for special interests and desired competencies. With increasing urbanization and a changing cultural orientation, the content of professional training connotes the gaining of various sets of experiences appropriate to professional service.

It is proposed that an elementary teacher have more knowledge and skill in those areas in which he teaches and/or those fields applicable to understanding children and his role in educational settings.

--- that he have the opportunity to concentrate on the relationships concerning purposes, knowledge, society, and children.

--- that through increased knowledge and guided assistance he learns to improve his educational decision-making.

--- that he be professionally knowledgeable in his area of concentration relevant to his professional activities.

THE UNIVERSITY GENERAL EDUCATION PROGRAM

Each student at Indiana State University must earn a minimum of 50 semester hours of credit in General Education, distributed in the following manner:

A. English 101-102 (or prescribed substitutes) -- 6 hours

B. Speech 101 (or approved substitute) -- 2 hours

C. Physical Education -- 2 hours of activity courses or approved substitute

D. Philosophy and the Arts -- 11 hours, with not more than six in any one department

Art: courses in art appreciation and art history
English: courses in literature
Foreign Languages: all courses
Humanities: courses in interdisciplinary studies, art history and religion
Philosophy: all courses
Music: courses in music appreciation, theory, and history
Speech: courses in theory and history of drama and oratory
General Honors 101

E. Science and Mathematics -- 11 hours, with not more than six in any one department

Chemistry	Mathematics
Geography, Geology and Astronomy	Physics
Life Sciences	General Honors 102

F. Social and Behavioral Sciences -- 11 hours, with not more than six in any one department

Economics	Psychology
History	Sociology and Anthropology
Political Science	General Honors 201

G. Supplementary Courses -- 7 additional hours. These hours may be chosen from the departmental offerings of D, E, and F, and thus allow a student to pursue work in one of those departments beyond the six-hour limit imposed in D, E, and F. A student, who in accumulating six hours in one of the departments of D, E, or F has been obliged to take seven or more hours, may also count the surplus hours under G.

These seven hours may also be chosen in categories not allowable under D, E, or F. Thus, English 311 may be counted here. Courses from schools and departments of the University not listed under D, E, and F may be counted here, provided that, by stressing the theoretical, cultural, or historical aspects of the subjects, they properly constitute General Education. Such courses are identified under the entries for those schools and departments listed below. Credit hours are indicated in parentheses.

NOTE 1: English 311 or approved substitute is required of all students except those who have passed the upper-level proficiency examination in English composition, or who have a B+ average in Freshman Composition, or who have a major or minor in English.

NOTE 2: A maximum of six hours of credit in a student's major department may be counted towards the General Education requirement.

NOTE 3: Courses offered by the departments listed in D, E, and F will count towards the General Education requirement unless restricted above or explicitly excluded by the department in the departmental entry in this Bulletin.

THE GENERAL ELEMENTARY SCHOOL
TEACHER CERTIFICATE, PROVISIONAL*

Semester Hours

1. General Education and Subject Matter Concentration

a. Social Studies..... 15
The social studies area will be designed to develop understanding of American history, contemporary civilization and its world background, economics and government, current social problems and related social agencies, and modern family life.

b. Science..... 15
The science area will be designed to develop broad functional understanding of conservation and the physical, biological, and earth sciences.

c. Mathematics..... 9
The mathematics areas will be designed to develop broad functional knowledge and understanding of the character and development of the numbers systems and skill in the use of numbers.
Mathematics used in meeting this requirement must be adapted to needs of the elementary teacher. College algebra, trigonometry or similar advanced courses in mathematics will not be acceptable.

d. Language Arts..... 15
The language arts area will be designed to develop appreciation, knowledge, and understanding of world and children's literature, and to develop facility in communication skills, including emphasis on structure of the English language.

e. Arts..... 9
The arts area will be designed to develop appreciation of good music and art and some skills in music, fine arts and handicrafts.

TOTAL..... 63

*Bulletin 400 Division of Teacher Education and Certification
State of Indiana 1970

2. Professional Education	Semester Hours
a. The professional education area will be designed to introduce the candidate to the field of professional education; to develop understanding of human growth and development, and knowledge and competence relative to physical and mental health; to develop an understanding of philosophy, curriculum and evaluation as related to public education, including early childhood education; and to develop an understanding of professionalized content and skills used in teaching elementary school subjects.	18
b. Reading	6
The reading area will be designed to develop an understanding of reading skills through study of developmental reading and corrective reading. Three semester hours in developmental reading will include foundations of reading skills instruction and reading skills in the subject-content areas. Three semester hours in corrective reading skills will include methods in helping children with reading problems, classroom diagnosis and techniques, and methods in aiding children with reading problems in the subject-content areas.	
c. The professional education area will provide experiences in observation, participation and a minimum of eight (8) semester hours of supervised teaching.	8
TOTAL.	32
3. Electives	
Electives will be used to strengthen the program in light of the individual needs or to provide for a special interest (minor endorsement area).	25
TOTAL.	25
(Minimum) TOTAL.	120

*After September 1, 1972, all applicants for the General Elementary School Teacher Certificate, Provisional, must meet these requirements.

GENERAL EDUCATION AND SUBJECT MATTER CONCENTRATION

State Certification Requirements		Elementary Education Major Curriculum
63 hours		65 hours
Social Studies	(15)	History 261 - The U.S. to 1865 or History 262 - The U.S. from 1865 to Present (3) Electives in Social Science (12)
Science	(15)	Science Educ. 393 - Teaching Science in Elementary School (3) in General Education (5) Electives in Science (12)
Mathematics	(9)	Math 104 - Basic Elementary Math I (3) Math 204 - Basic Elementary Math II (3) Math 304 - Basic Elementary Math III (3)
Language Arts	(15)	English 101 - Freshman English (3) English 102 - Freshman English (3) Speech 101 - Introduction to Speech (2) Electives in Literature (5-7) *English 311 - Expository Writing (2)
Arts	(9)	Art 395 - Elementary Art (4) Music 301 - Elementary Music (4) Electives in Art (1-3)
		Physical Education 348 - Physical Education for Elementary School (2)

*English 311 is required of all students except those who have passed the upper-level proficiency examination in English Composition, or who have a B+ average in Freshman Composition.

ELEMENTARY TEACHER EDUCATION CURRICULUM

The student who desires to become an elementary school teacher will complete the following minimum course of study which leads to a Bachelor of Science degree and provisional certification in the State of Indiana which is valid for teaching all subjects in grades kindergarten through six and in grades seven and eight (if not departmentalized).

Required:

Social Science (15 semester hours)

United States History -- 3 hrs.
(History 261 - The United States to 1865)
or
(History 262 - The United States, 1865 to Present)
Electives -- 12 hours
Twelve semester hours from at least three of the following areas with no more than a total (including the required U.S. History) of six semester hours from one department:

Economics	History	Political Science
Sociology	Anthropology	

Science (15 semester hours)

Science Education 393[1] -- The Teaching of Science in the Elementary School -- 5 hrs.
Electives -- 12 hrs.
Twelve semester hours from the following areas with no more than six hours in one department:

Life Sciences	Geography and Geology
Physics	Chemistry

Mathematics (9 semester hours)

Mathematics 104[2] -- Basic Elementary Mathematics I -- 3 hrs.
Mathematics 204 -- Basic Elementary Mathematics II -- 3 hrs.
Mathematics 304 -- Basic Elementary Mathematics III -- 3 hrs.

Language Arts (15 semester hours)

English 101 -- Freshman English -- 3 hrs.
English 102 -- Freshman English -- 3 hrs.
Speech 101 -- Introduction to Speech -- 2 hrs.
Electives -- 7 hrs.
Five semester hours of the possible seven hours must be taken in literature courses. If the student is required to take English 311, it will be counted as two semester hours of the possible seven hours.[3]

Arts (9 semester hours)

Art 395 -- Elementary Art Education Techniques -- 4 hrs.
Music 301 -- Elementary Music Education -- 4 hrs.
Elective -- 1-3 hours
This elective may be taken in any of the following areas:

Industrial Arts Education	Music
Art	Humanities

Other Essential Subject Matter (2 semester hours)

Women's Physical Education 348 -- Methods for Teaching Physical Education for Elementary Schools -- 2 hrs.

[1]Two semester hours of the five hours apply toward the professional educational requirement. This course cannot be taken until the student has been admitted officially to the Teacher Education program.

[2]Mathematics 204 and Mathematics 304 are not sequential courses and may be taken in any order after taking Mathematics 104.

[3]Refer to The University General Education Program, section G and Note 1. (66-67)

PROFESSIONAL EDUCATION

State Certification Requirements	Elementary Education Major Curriculum	
32 hours	35 hours	
a. The Professional Education Area (18)	Initial Experiences Block I	
	Elementary Education 100--Initial Experiences in Education	(2) (a)
	Educational Psychology 202--Psychology of Childhood and Adolescence	(3) (a)
	Curriculum Theory and Instruction Block II	
	Elementary Education 314--Introduction to Instructional Systems Technology	(2) (a)
	Elementary Education 392---Elementary Social Studies	(2) (a)
	Elementary Education 397--Teaching of Developmental Reading and Other Language Arts (5)	(2) (a) (3) (b)
b. Reading (6)	Curriculum Theory and Instruction Block III	
	Mathematics 392--Elementary School Mathematics	(2) (a)
	Science Education 393--Elementary School Science (5)	(2) (a)
	Elementary Education 398--Corrective Reading in the Classroom	(2) (b)
c. Supervised Teaching (8)	Professional Semester Block IV	
	Elementary Education 366--Tests and Measurements	(2) (a)
	Elementary Education 399--The Reading Case Study	(1) (b)
	Elementary Education 451,452,453--Supervised Teaching	(8) (c)
	Elementary Education 457--Seminar in Elementary Supervised Teaching	(2) (c)
	Elementary Education 458--Problems in Elementary Teaching	(2) (a)

ELEMENTARY TEACHER EDUCATION CURRICULUM
(Professional Education)

The student who desires to become an elementary school teacher will complete the following minimum course of study which leads to a Bachelor of Science degree and provisional certification in the State of Indiana which is valid for teaching all subjects in grades kindergarten through six and in grades seven and eight (if not departmentalized).

Required:

Initial Experiences Block I (5 semester hours)

Elementary Education 100 -- Initial Experiences in Education - 2 hours

Educational Psychology 202 -- Psychology of Childhood and Adolescence - 3 hours

Curriculum Theory and Instruction Block II[1] (9 semester hours)

Elementary Education 314 -- Introduction to Instructional Systems Technology - 2 hours

Elementary Education 392 -- Teaching the Social Studies in the Elementary School - 2 hours

Elementary Education 397 -- Teaching of Developmental Reading and Other Language Arts - 5 hours

Curriculum Theory and Instruction Block III[2] (6 semester hours)

Elementary Education 398 -- Corrective Reading in the Classroom - 2 hours

Mathematics 392 -- The Teaching of Elementary School Mathematics - 2 hours

Science Education 393[3] -- The Teaching of Science in the Elementary School - 5 hours

Professional Semester Block IV[4] (15 semester hours)

Elementary Education 366 -- Tests and Measurements - 2 hours

Elementary Education 399 -- The Reading Case Study - 1 hour

Elementary Education 451, 452, 453 -- Supervised Teaching - 8 hours

Elementary Education 457 -- Seminar in Elementary Supervised Teaching - 2 hours

Elementary Education 458 -- Problems in Elementary Teaching - 2 hours

[1]Students must complete both Elementary Education 100 and Educational Psychology 202 and have been admitted officially to the Teacher Education program before enrolling in this block.

[2]Students must complete Curriculum Theory and Instruction Block II before enrolling in this block.

[3]Two semester hours of the five hours apply toward the professional education requirement.

[4]Students must complete both Curriculum Theory and Instruction Blocks before enrolling in the Professional Semester.

ELECTIVES

State Certification Requirements 25 hours		Elementary Education Major Curriculum 24 hours
Elective area	(25)	1. An endorsement in kindergarten, nursery school, junior high school, special education, audiovisual communications, or school library and audiovisual services. 2. A 24 hour teaching minor endorsement. 3. An arts and science minor. 4. A subject matter concentration.

ELEMENTARY TEACHER EDUCATION CURRICULUM
(Electives)

The student who desires to become an elementary school teacher will complete the following minimum course of study which leads to a Bachelor of Science degree and provisional certification in the State of Indiana which is valid for teaching all subjects in grades kindergarten through six and in grades seven and eight (if not departmentalized).

Required:

Electives (24 semester hours)

Elementary education majors must select one of the following options: (1) An endorsement in kindergarten, nursery school, junior high school, audiovisual communications or school library and audiovisual services; (2) a 24-hour teaching minor endorsement; (3) an arts and sciences minor; or (4) a subject matter concentration of at least 12 semester hours from an approved subject area.

1. An endorsement in Kindergarten, Nursery School, Junior High School, Special Education, Audiovisual Communications, or School Library and Audiovisual Services. These supplement the General Elementary School Teacher Certificate, Provisional. They provide opportunities for elementary education majors to specialize in selected areas. Endorsements will be recorded on the General Elementary School Teacher Certificate. Any of the following endorsements may be selected:

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR TEACHING IN THE KINDERGARTEN

State Requirements	Hours
The program leading to Endorsement for Teaching in the Kindergarten will consist of a minimum of 24 semester hours, distributed among the following:	
Child development; early childhood education; music and rhythms for young children (including ability to play the piano); play and play materials for young children;	
Community and home school relationships; kindergarten organization and administration; and observation and participation with kindergarten children.	
Always included will be two to three semester hours of student teaching in the kindergarten, credit for which will be applied to the requirement in student teaching for the General Elementary School Teacher Certificate, Provisional.	
TOTAL	24

Courses Required to Meet These Requirements	Hours
Ed. Psych. 342 - Growth & Development of the Young Child	3
El.Ed. 343 - Early Childhood Education: Cognitive Experiences	3
El.Ed. 449 - Early Childhood Education: Creative & Affective Experiences	3
El.Ed. 344 - Teacher-Parent Relationships	2
El.Ed. 405 - Educational Programs for Young Children	3
Music 302 - Music Skills for Early Childhood Education	1
Directed electives are to be chosen from the following specialized areas: education of the environmentally different; special education; family relationships; nutrition; or other areas approved by the advisor.	9
El.Ed. 455 - Supervised Teaching in the Kindergarten is also required. *Normally this credit is earned as part of the elementary supervised teaching required for the General Elementary School Teacher Certificate.	3*
TOTAL	24

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR TEACHING IN THE NURSERY SCHOOL

State Requirements	Hours
The program leading to the Endorsement for Teaching in the Nursery School will consist of a minimum of 24 semester hours distributed among the following:	
The young child and his family; teaching the young child, including methods, materials, program and organization and administration of the nursery school; community resources and services for children and their families; parent education; and at least two to three semester hours of student teaching with nursery school children in addition to the requirement in student teaching for the General Elementary School Teacher Certificate, Provisional.	
TOTAL	24

Courses Required to Meet These Requirements	Hours
Ed. Psych. 342 - Growth & Development of the Young Child	3
El.Ed. 343 - Early Childhood Education: Cognitive Experiences	3
El.Ed. 449 - Early Childhood Experiences: Creative & Affective Experiences	3
El.Ed. 344 - Teacher-Parent Relationships	2
El.Ed. 405 - Educational Programs for Young Children	3
Music 302 - Music Skills for Early Childhood Education	1
Directed electives are to be chosen from the following specialized areas: education of the environmentally different; special education; family relationships; nutrition; or other areas approved by the advisor.	6
El.Ed. 454 - Supervised Teaching in the Nursery School is also required. This credit is earned in addition to the regular elementary supervised teaching required for the General Elementary School Teacher Certificate.	3
TOTAL	24

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR TEACHING IN THE JUNIOR HIGH SCHOOL

State Requirements	Hours	Courses Required to Meet These Requirements	Hours
The program leading to Endorsement for Teaching in the Junior High School will consist of:			
a. Adolescent psychology, junior high school curriculum and organization, and developmental reading.	6	a. Ed. Psych. 422 - Adolescent Psychology Ed. 488 - The Junior High School Curriculum	3 3
b. Area of subject-matter concentration.	24	b. The elementary education student working for a junior high school endorsement must also complete one of the following teaching minors:	24
		Art Business Teaching Chemistry Chinese Earth Science Economics English French General Science Geography German Health and Safety Home Economics Journalism Latin Life Sciences Mathematics Music Physical Education--Men Physical Education--Women Physics Political Science Psychology Radio-Television Russian Sociology Spanish Speech United States History World History	
c. Supervised teaching in a junior high school, credit for which will be applied to the requirement in student teaching for the General Elementary School Teacher Certificate, Provisional	2-3	c. Supervised Teaching 461 - Supervised Teaching in the Junior High School	3
TOTAL	32-33	TOTAL	33

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR SCHOOL LIBRARY AND AUDIOVISUAL SERVICES

State Requirements	Hours	Courses Required to Meet These Requirements	Hours
The program leading to endorsement in School Library and Audiovisual Services will consist of a minimum of 24 semester hours distributed to provide an understanding and utilization of books and audiovisual materials for school library collections, cataloguing and classification of books and audiovisual materials, basic reference sources; and organization, production, administration and practice in school libraries and instructional materials centers.		Library Science 206 - Intro. to Librarianship	2
		Library Science 312 - Library Materials for Children	
		OR	3
		Library Science 313 - Library Materials for Adolescents	
		Library Science 411 - Selection of Library Materials	3
		Library Science 421 - Organization of Information	3
		Library Science 431 - Bibliography and Reference Sources	3
		Library Science 456 - School Library Service	2
		Ed. 314L - Intro. to Instructional Systems Technology	2
		Ed. 443 - Production of Instructional Materials	3
		Ed. 447L - Instructional Technology	1
		Directed Electives	2
TOTAL	24	TOTAL	24

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR TEACHING AUDIOVISUAL COMMUNICATIONS

State Requirements	Hours	Courses Required to Meet These Requirements	Hours
a. Utilization, selection and organization of audiovisual materials	3	a. Education 441 - Organization and Administration of Instructional Systems Technology	3
Preparation of audiovisual materials	2	Education 443 - Production of Instructional Materials	3
Organization and administration of the audiovisual materials program	3	Education 444 - Selection and Utilization of Instructional Systems Technology	3
b. Behavioral sciences	6	b. Electives selected from Anthropology, Psychology, or Sociology	6
c. Electives in audiovisual and related areas	10	c. Electives selected from instructional media and technology, graphic arts, journalism, library science, radio-television, or speech.	9
TOTAL	24	TOTAL	24

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR SPEECH AND HEARING THERAPY

State Requirements	Hours	Courses Required to Meet These Requirements	Hours
The program leading to Endorsement for Speech and Hearing Therapy will consist of a minimum of forty semester hours distributed in the following manner:			
a. Basic Areas:		a. Sp. Ed. 232 - Anatomy & Physiology of Human Hearing and Vocal Mechanisms	3
		Sp. Ed. 242 - Phonetics	3
Anatomy and physiology of the ear and vocal mechanism, phonetics, semantics, speech and voice science, psychology of speech, public speaking.	8-10	Sp. Ed. 434 - Speech and Hearing Science	3
b. Speech Pathology:			
		Sp. Ed. 145 - Intro. to Speech Pathology	3
		Sp. Ed. 346 - Functional Disorders of Speech and Language	3
		Sp. Ed. 449 - Organic Disorders of Speech and Language	3
		Sp. Ed. 451 - Clinical Practicum in Speech Pathology and Audiology I	2
		Sp.Ed. 452 - Clinical Practicum in Speech Pathology and Audiology II	2
Speech pathology and clinical practice	12-15		
c. Audiology:		c. Sp. Ed. 348 - Audiology I - Hearing Disorders	3
		Sp. Ed. 425 - Audiology II - Hearing Disorders	3
Hearing problems, audiometric testing, lip reading, & clinical practice	8-10	Sp. Ed. 433 - Audiology III- Hearing Disorders	3
d. Other Areas:		d. Sp. Ed. 262 - Intro. to Exceptional Children	3
		Sp. Ed. 428 - Mental Measurements I	3
Psychology (clinical, child, abnormal, exceptional), remedial reading, language arts, mental hygiene, education of the mentally retarded, education of the physically handicapped, or mental measurement.	5-12	Directed Elective	3
TOTAL	40	TOTAL	40

The following will be taken as a part of the required professional education:

Sp. Ed. 455 (2 hours) - Methods and Administration in Speech Pathology and Audiology
Supervised Tchg 431, 453, 454 (6 hrs.) - Speech Pathology and Audiology

ELEMENTARY CERTIFICATE, ENDORSEMENT FOR MENTAL RETARDATION

State Requirements	Hours	Courses Required to Meet These Requirements	Hours
The program leading to endorsement for mental retardation will consist of 24 semester hours, including:			
a. A minimum of eight semester hours in the area of exceptionality indicated above for which the certificate is to be issued, including psychological and physiological bases of exceptionality, special class methods and student teaching in a special class.	8	a. Sp. Ed. 436 - Intro. to Mentally Retarded Sp. Ed. 437 - Curriculum, Methods, and Practicum with Mentally Retarded Supervised Teaching 463* - Teaching Mentally Retarded	3 3 3*
b. Four semester hours in elementary teaching methods distributed between mathematics and language arts.	4	b. Educ. 397 - Language Arts Math 392 - Teaching of Elementary School Mathematics (Required on Elementary Certification)	
c. Directed electives in the general area of special education.	12	c. Sp. Ed. 145 - Intro. to Speech Pathology Sp. Ed. 262 - Intro. to Exceptional Children Sp. Ed. 369 - Mental Hygiene Sp. Ed. 428 - Mental Measurements I Sp. Ed. 470 - Intro. to Reading Disability Approved Electives from Special Education	3 3 3 3 3 3
TOTAL	24	TOTAL	24

*This course is credited as professional education.

2. A 24 hours Teaching Minor Endorsement. These also supplement the General Elementary School Teacher Certificate and will be recorded on the certificate, thus qualifying the holder to teach the subject for which he is endorsed in departmentalized classes in elementary schools. They provide opportunities for elementary education majors to specialize in any one of the following areas:

Art
Business Teaching
Chinese
Earth Science
Economics
English
French
General Science
Geography
German
Health & Safety
Home Economics
Industrial Arts
Journalism
Latin
Life Science
Mathematics
Music
Physical Education (Women)
Physics
Political Science
Psychology
Radio-Television
Russian
Sociology
Spanish
Speech
United States History
World History

3. An Arts and Sciences Minor as interpreted by the College of Arts and Sciences.

4. A Subject Matter Concentration of a minimum of 12 hours from at least one of the following subject areas:

Audiovisual Communications (Education)
Business
Criminology and/or Social Work (Sociology)
English and/or Journalism
Fine Arts (Art and/or Music)
Foreign Language
Geography and/or Geology
Health and Safety
Home Economics
Humanities and/or Philosophy
Industrial Arts and Technology
Library Science
Mathematics
Physical Education and/or Recreation
Psychology and/or Educational Psychology
Science (Life Sciences and/or Chemistry and/or Physics)
Social Science (History and/or Political Science and/or Economics and/or Sociology and/or Anthropology)
Special Education
Speech-Radio and Television-Theatre

NOTE:

(1) All of the courses and hours taken under this option must be beyond those required in the elementary curriculum except a student may gain the concentration in mathematics by taking 6 additional hours instead of 12 hours.

(2) A student may have more than one subject matter concentration if he so desires.

(3) No more than 4 hours in any 12 hour concentration may come from one hour courses.

A minimum of 124 hours must be earned with an Indiana State University grade point average of at least 2.0.

SPECIAL FEATURES OF THE NEW PROGRAM

In addition to restructuring the total basic preparation pattern, there are several features of this new program that have been developed or designed to serve the purpose of maximizing the prospective elementary teacher's effectiveness.

Flexibility - The program provides a maximum of flexibility in order to accommodate itself to the individual needs of students. Because of the changing nature of society and the changing role of the teacher within this dynamic society, flexibility in teacher preparation has become a very necessary ingredient. Multiple means of preparation in general education and area of specialization allow the student to build a background of cognitive knowledge meaningful to himself. Not only does the student experience the comprehensive nature of organized knowledge as it relates to human behavior, but he has the opportunity to foster individual fulfillment.

Initial Experiences - The introduction of the "Initial Experiences" course not only will allow for program guidance and assistance to the student through early contact with the faculty of the elementary education department, but will provide early "reality experiences" with children, schools, and teachers-- their purposes, problems, activities, etc. This course provides students an earlier identification with the elementary program, an opportunity to assess the requirements of the profession, and to assess their own abilities and preferences in the light of these requirements. (See attached El. Ed. 100 Syllabus)

Curriculum Theory and Instructional Block - Improving continuity and articulation has been a goal of all teacher education programs. One means of securing such improvement is through sequencing and integration. The blocking of the professional preparation aspect of the program provides the opportunity for the accomplishment of these through assisting the student to learn how to translate knowledge into educational action in the classroom; through focusing upon the study of instructional strategies and the placing of emphasis on the content included in the elementary school; and through disciplined inquiry into those areas related to the elementary school curriculum.

Student Teaching Centers - The professional semester block has been developed in such a manner as to permit off-campus student teaching centers to be established. Assisting and supporting the student teacher as he functions in the classroom situation increases the meaningfulness of the experience. However, the purpose of the center is to go beyond this and to actually incorporate into that first-hand field experience certain portions of the student's professional preparation program on the job through seminar work. The center permits an increase in both faculty and student participation in determining the meaningfulness of the student teaching experience.

Behavioral Objectives - It is of prime importance in the systematic development of a teacher education program to specify the outcomes that such a program should achieve. The approach adopted in this program is one that will include statements of objectives that are general enough to provide direction without overly limiting the instructional process, yet specific enough to be clearly defined by the behavior that students are to exhibit. Additionally, from an instructional standpoint, the approach provides for the inclusion of learning outcomes of all types and at all levels. Because behavioral objectives can be stated in many different ways and at

various levels of generality, there is to be considerable flexibility in their formulation. Ultimately, the aim is to derive a list of general objectives and specific behaviors as well as specific procedures to attain them that most clearly indicates the learning outcomes expected from the program.

IMPLEMENTATION OF THE NEW PROGRAM

We are currently involved in stage three of our revision--implementation. In order to move towards implementing our new teacher education program, the Department of Elementary Education has once again divided itself into working committees. Additionally, in this third stage, membership on committees has been supplemented by faculty outside the department and working relationships have been established with the Department of Educational Psychology, Department of Education, and the Science Teaching Center. Each committee is concerned with the implementation of a different aspect of the professional preparation area. The following illustration shows the structural arrangement:

UNDERGRADUATE PROGRAM COMMITTEE

Chairman: William Walker

Members: Monte Allen
Ralph Jones
William Linville
JoAnne Toney
Larry Beymer

Block I - Initial Block

Chairman: Monte Allen

Members: William Linville
Curtis Winkle
JoAnne Toney
Charles May
Daniel Merritt
Larry Beymer
Jean Guion
Bonnie Clouse
M. Ebrahim Fakouri
Curtis Osburn
Reece Chaney
James Passmore
Frank Jerse

Block II - Professional Methods

Chairman:	Ralph Jones	
Members:	Virginia Mitchell	Mary Lois Williams
	Richard Biberstine	Larry Reck
	David Waterman	John Sanders
	Lloyd Smith	Jan McCarthy

Block III - Professional Methods

Chairman:	William Linville	Bernice Mayhew
Members:	Evelyn Bell	James Higgins
	Claudia Baxter	
	Walter Sanders	

Block IV - Professional Semester Block

Chairman:	JoAnne Toney	
Members:	Melvin Frazier	Carlos Watson
	Vanita Gibbs	Ruth Runke
	Linda Vickers	John Hill
	Joan Zwerner	James Higgins

The Undergraduate Program Committee is responsible for the communication and coordination aspects of implementing the total program and for developing and defining of the general instructional objectives. Each block committee is responsible for developing specific behavioral objectives pertinent to their area, for developing ways and means (alternatives) of operationalizing their block, and for developing means of measuring the achievement of their behavioral objectives.

Evaluative instruments are in the process of being developed.

Implementation will occur over time. Currently it is envisioned as follows:

1. Beginning with the Spring semester 1971-72, Elementary Education 100 will enroll approximately 200-250 students each semester thereafter. At least two blocks of a combination E. Ed. 100 and Ed. Psyc. 202 will be operating as a block situation.
2. Beginning in the Spring semester 1971-72 one professional methods block two will be in operation. By Fall 1972-73 at least four such blocks will be operating. Development in professional methods block three will be somewhat slower.
3. Presently there are two "Student Teaching Centers" in operation, accounting for approximately 20% percent of our student teachers. These two centers will be continued with the addition of at least three more centers in Fall 1972-73. This will place approximately 70% percent of our student teachers in centers this next academic year.
4. All block committees will have a first list of behavioral objectives and the means for their achievement by the end of this academic year.
5. By the end of the current semester some of the evaluative instruments will be available for use with students and faculty engaged in current projects. By the end of this academic year more complete evaluative instruments will be available.

PERSONNEL INVOLVED

DEPARTMENT OF ELEMENTARY EDUCATION

William G. McCarthy Ed.D., Stanford University	Chairman, Reading and the Language Arts
Otto J. Shipla Ph.D., University of Wisconsin	Elementary Student Teaching
Monte R. Allen Ed.D., University of Denver	Elementary Student Teaching
Claudia W. Baxter Ed.D., Oaklahoma State University	Reading and the Language Arts
Evelyn Y. Bell M.S., Indiana State University	Elementary Student Teaching
Richard D. Biberstine Ed.D., University of Illinois	Elementary Student Teaching Reading and the Language Arts
Melvin E. Frazier Ed.D., Ball State University	Elementary Student Teaching
Vanita R. Gibbs Ph.D., Indiana State University	Reading and the Language Arts
James E. Higgins Ed.D., Indiana University	Elementary Mathematics Education
Ralph H. Jones Ed.D., Ball State University	Research, Measurement and Social Studies Education
William J. Linville Ed.D., Indiana University	Elementary Mathematics Education
Charles R. May Ph.D., Ohio State University	Early Childhood Education
Bernice J. Mayhew Ph.D., Kent State University	Reading and the Language Arts
Janet G. McCarthy Ed.D., Indiana University	Early Childhood Education
Daniel L. Merritt Ph.D., Syracuse University	Elementary Student Teaching

Curtis R. Osburn Ph.D., University of Alabama	Elementary Student Teaching
Ruth J. Runke Ed.D., Indiana University	Early Childhood Education
John W. Sanders M.Ed., Stephen F. Austin State College	Elementary Student Teaching
Walter J. Sanders Ph.D., University of Illinois	Elementary Mathematics Education
Lloyd N. Smith Ed.D., University of Missouri	Social Studies Education
Jo Anne S. Toney Ed.D., Indiana University	Elementary Student Teaching
Linda B. Vickers M.A., Indiana State University	Elementary Student Teaching
William L. Walker Ed.D., University of Missouri	Elementary Curriculum Social Studies Education
David C. Waterman Ph.D., University of Wisconsin	Reading and the Language Arts
Carlos M. Watson Ed.D., Indiana University	Elementary Curriculum, Administration, and Supervision
Joan B. Zwerner M.S., Indiana State University	Elementary Student Teaching

EVALUATION PROCEDURES AND DATA

The evaluation of the new program as to achievement of its objectives will occur over time. Ways and means as well as instruments for evaluation are in the process of being developed.

In preliminary form, procedures and instruments are being devised to assess the following areas: (1) Students' opinion regarding choice within the General Education Requirements (will allow comparison with data collected during self-study), (2) Student and faculty reaction to the professional aspect of pre-service training (will assist in restructuring and modifying Initial Experiences and Curriculum Theory and Instruction Blocks); (3) Students' achievement of criteria pertaining to behavioral objectives (will assist in both evaluating and modifying the professional education aspect of training); (4) Student, faculty and school corporation personnel reactions toward the strengths and/or weaknesses of the Student Teaching Centers (will assist in modifying the structure and the students' experiences); (5) Students' achievement of criteria pertaining to the behavioral objectives of the Student Teaching Centers (will assist in both evaluating and modifying the experiences provided within the centers); (6) Student and faculty evaluation of student teaching experience, both center and non-center (will allow for comparison with data previously collected by university supervisors as well as comparison of the two experiences); (7) Follow-up study of graduates (will assist in modifying total Elementary Teacher Education Program).

Although we have determined the conceptual framework within which data are to be collected and the kinds of data to be collected, instrumentation and specific procedural arrangements are in the developmental process at this time.

CONTRIBUTION OF PROGRAM TO THE IMPROVEMENT OF TEACHER EDUCATION

The Indiana State University Elementary Teacher Education Program has been modified and improved in five important ways. They are as follows:

1. providing for flexibility in selection of general education content
2. providing for early experience with children through Initial Experiences in Education
3. providing for blocking of instruction
4. utilizing behavioral objectives in the determination and evaluation of content
5. developing student teaching or teacher education centers.

1. Flexibility in selection of general education courses

Students are encouraged to develop their own interests and strengths through the selection of courses within a broad general education framework. Different in-depth study areas and a wide variety of teaching minors are encouraged. Individual differences and the students' own style of learning are encouraged through a greater determination by each student of what is to be studied.

2. Early experiences with children in a school or other social agency

Students work in the community to explore and develop their relationships with children. Through tutoring or other work with children, they learn about themselves as potential teachers. Self advisement and choice of a profession occur at this level. Students become acquainted with faculty and are counseled in their choice of learning experiences and courses.

3. Blocking of instruction

Courses in the professional sequence are blocked together so that they are offered at the same times in rooms large enough for professors to work together. Team teaching and differentiated staffing are being developed. Professors are beginning to work together with graduate students to form block instructional teams. Overlap and repetition of instruction which existed formerly are now being eliminated. The professional sequence of preparation is being shaken out and more carefully integrated and unified.

4. Utilization of behavioral objectives in the determination and evaluation of content

Behavioral objectives are being established. These are used for the determination of performance and the evaluation of professional competence of the student. Students will possess certain skills and abilities and attitudes before they graduate.

5. Development of teacher education or student teaching centers

The Center is a centrally located school building in the school corporation in which University instruction is carried on. The students gather weekly for the sharing of ideas, for University instruction and for mutual assistance. The instruction is more meaningful in that it parallels the student teaching experience rather than following it as previously. Student teachers participate in the Center socially and psychologically as well as physically or geographically. They contribute to each other's growth through the weekly meetings. School corporation personnel participate in the instruction and cooperate more closely than previously in the development of student teachers. University instruction is brought in close contact with children and schools and the instruction becomes much more problem and utility-centered than previously.

These are the modifications and the important contributions to teacher education which have been made in this program. The program is being modified through research and evaluation with instruments shown in the appendix and with others. It is hoped that evaluation and publication of findings will result in improvement of teacher education in other colleges and universities than our own. These changes, while not revolutionary or even entirely new, are important and valuable to us and our program. They have helped to make teacher preparation at Indiana State University stronger in five new ways. These changes have also given us the confidence to experiment for improvement as society's needs for different kinds of teachers emerge.

EDUCAT ON 100 SYLLABUS

COURSE DESCRIPTION

Education 100 is intended to be flexible in content and relevant to the needs of the freshman and/or sophomore elementary education student at Indiana State University.

This course will not be textbook centered, lecture-discussion type. It will include experiences of various kinds that will give the student an opportunity to look at the elementary teacher, the school, the requirements of the teaching profession, and assess his own abilities, needs, preferences, and commitment upon which his professional decisions have been or will be made.

THE NEED FOR THIS TYPE COURSE

Most universities have had experiences with freshman education courses that have been less than satisfactory to both student and staff. Indiana State University has discontinued such a course.

It is felt that in spite of the inadequacies of its predecessors, a freshman and/or sophomore course in elementary education is needed to do some specific things:

1. It is needed to give the elementary education staff an opportunity to get acquainted with elementary education majors at an earlier point in their college program.

2. It is needed to help the student to identify with the elementary education program and the profession in general.

3. It is needed to give the student the opportunity to work with children at an earlier time to provide a basis for program decisions and possibly self-screening in some instances.

4. It is needed to give the student a realistic picture of the profession and the requisites thereof.

5. It is needed as a testing ground for future changes in the pre-service teacher education program of prospective elementary teachers at Indiana State University.

SUPPORT FOR THIS KIND OF COURSE

A. An open-ended response sheet was provided to first semester student teachers presently taking student teaching. Although the purpose of this survey was to have them suggest types of experiences that they felt could have been given at the freshman level that would have helped them in the subsequent years of their preparation, we also found strong feelings that such a course is needed.

B. The plans for this course were presented to the Dean's Student Advisory Council and received some helpful suggestions and favorable comments.

C. The planning of a course of this kind seems to be in agreement with the present trends in elementary education as reflected by the model proposals accepted by the United States Office of Education. Out of 80 proposals submitted only 9 were selected to be developed. In a recent issue of the Phi Delta Kappan the common elements of the accepted proposals were listed as follows:

1. More reliance on technology - - - from video-tape machines and programmed instruction to entire computer-assisted and computer-based programs.

2. Greater stress on individualization and flexibility in the form of self-pacing, self-evaluation, and added self-responsibility.

3. More emphasis on performance criteria or training cycles and the use of behavioral objectives. More definitions of teacher tasks. Thus less structuring of formal courses.

4. Earlier experiences with children- - -and often more and more varied experiences than in present programs.

5. Increased cooperation among those concerned with teacher education in the universities and colleges, in the public schools, in media development, and within other agencies.

6. Highly selected laboratory experiences, simulations, micro-teaching and internships.

7. Planned inservice followup programs for graduates in their first year of teaching.

8. Differentiated roles for elementary school personnel and college staffs.

9. Movement toward a five-year internship program in basic elementary teacher preparation.

10. More emphasis on liberal education and toward an intradisciplinary approach to teacher education.

The author went on to list what he considers to be omissions or areas of insufficient emphasis of the accepted program proposals:

1. Lack of concern for the area of early childhood education, an area now considered by many experts to be the most rewarding period for instructional intervention.

2. Lack of specific programs for the training of retraining of teachers--perhaps a key in the implementation process.

3. Lack of adequate student involvement in planning, evaluating, and perhaps interacting with college personnel.

4. General omission of community involvement in planning, etc. ***

THE DEVELOPMENT OF THIS COURSE

This course has been the cooperative effort of the staff of the Department of Elementary Education and the Vigo County School Corporation. It was initiated as a result of the Elementary Undergraduate Education Committee's cognizance of the existing needs. Before finalizing any plans involving the public schools, the appropriate school officials will be asked to make any suggestions that they would feel needed to make this a satisfactory course, and a mutually profitable experience. Whatever evolves as this course proceeds will be a cooperative endeavor involving a variety of persons and agencies.

TENTATIVE STRUCTURE OF THIS COURSE

During the first two weeks of the course there will be two sessions devoted to orientation and planning. The final two sessions of the semester will be used for recapitulation and evaluation.

***Jay A. Monson, "The New Models in Elementary Teaching Education", Phi Delta Kappan LI:2, October 1969, page 101.

The twelve weeks between these sessions will be divided into two six-week platoons. During the first six-weeks period, students in Platoon 1 will have what we have called Public School Experiences. This will be approximately 9 to 12 hours in the classroom as a teacher-aide. During the second six-weeks period, students of Platoon 2 will have this same opportunity to have first-hand experiences in the classroom. (See diagram below.)

2 Weeks	6 Weeks	6 Weeks	2 Weeks
A See Below	PLATOON 1 PUBLIC SCHOOL EXPERIENCES (First Six-Week Period)	PLATOON 2 PUBLIC SCHOOL EXPERIENCES (Second Six-Week Period)	B See Below
	CAMPUS EXPERIENCES - For both Platoons throughout these two six-week periods. Both Platoons will meet at a specified time for 1 hour per week.		
	COMMUNITY EXPERIENCES - To be arranged as schedule permits anytime after the Planning and Orientation sessions		

A. PLANNING AND ORIENTATION (First Two Weeks)
B. RECAPITULATION AND EVALUATION (Last Two Weeks)

During the entire twelve weeks, encompassed by these two six-week periods, both platoons will be having Campus Experiences at the specified time. These experiences will include encounters with Laboratory School pupils on an individual or small group basis. It will also include experiences planned and carried out by the students themselves.

During the entire semester students will have the opportunity to become involved in a variety of experiences in the various community agencies. These Community Experiences will be coordinated by one member of the teaching team and will be worked into the students' schedule as time permits. These experiences could include community centers, boys or girls organizations, orphanages, and other community agencies that work with children. They could also include self-initiated experiences in working with children in various church organizations

of the students' persuasion.

Time will be provided throughout this course for various kinds of academic or personal counseling as needed. Some program counseling will be done in group sessions while some individual counseling will be provided as needed or desired.

OBJECTIVES OF THE COURSE AND POSSIBLE ACTIVITIES TO ACHIEVE THESE OBJECTIVES

COUNSELING AND ADVISEMENT

1. To provide a systematic advisement for students that would assist them in solving the routing problems for their elementary program.

   A. To provide time for the students to receive help from counselors from the Student Personnel Office for Teacher Education. This may be done by bringing the counselor to a group session or by having the individual student go to Room 216 in Stalker Hall to discuss some specific need with them individually.

   B. To encourage each student to see his academic advisor at least two times during the semester to get acquainted and to discuss his particular program needs or problems.

2. To help students to become aware of certain decision points in their college life and provide for them the necessary basis for sound and satisfactory decisions such as the choice of a college major, the admission to Teacher Education, endorsement and concentration possibilities and the meaningful use of electives.

   A. This objective will be achieved partially in the sessions with a member or members of the Student Personnel Office for Teacher Education staff as mentioned in 1-A.

   B. Bring in certain persons to represent certain endorsement possibilities such as Special Education, Nursery-Kindergarten, Library Science, and others that may be developed.

   C. Have representative from Elementary Student Teaching to present the student teaching experience in brief.

3. To help each student to become aware of special facilities available to him on the Indiana State University Campus. (The activities suggested here would be done only as needed.)

   A. Referral to Financial Aids Office.

   B. Referral for Remedial programs available such as the Learning Skills Center, Speech and Hearing, and Personal Counseling Services.

   C. Special services such as tutorial services, medical services, and psychological help.

4. To suggest ways that students can become more ready for advanced standing in teacher education through self-initiated experiences outside the realm of any course structure.

   A. Discuss possibilities of September school experiences prior to their Sophomore and Junior years to be taken at Primary and Intermediate levels to help them to make student teaching decisions which are made during their Junior year.

   B. Discuss other places where self-initiated experiences are available such as summer camps, boys and girls club work, tutorial volunteers, head start programs, religious education programs, and etc.

   C. Summer employment in mental hospitals, children's wards of regular hospitals, boys' schools and girls' schools.

ANALYSIS OF THE TEACHING TASK

1. To provide early identification with elementary education for Freshman students expressing interest in this major.

   A. Some of this would be done in various activities listed under "Counseling and Advisement".

   B. To bring in panels of persons representing the various teaching areas of the professional methods courses. Provide the opportunity to meet the Elementary Education Department professors in formal and informal situations.

   C. Sponsor at least one social encounter of all Elementary Education staff members with all Elementary Education freshmen. (This could be delegated to one of the professional organizations such as S.E.A. and A.C.T.)

   D. Provide encounters with panels of students at various points in their professional preparation.

2. To provide students with the opportunity to investigate the profession experientially in a manner that would help them make enlightened decisions based upon a background of first-hand field experiences.

   A. The public school experience of 9-12 hours in a classroom of selected participating teachers. These experiences would be confined to a six-week period as indicated in the course organization diagram.

   B. The voluntary experiences in the Vigo County tutorial program, Boys' Club activities, and tutorial and recreational work at Hyte Center.

3. To provide various kinds of experiences with children of different ages for the elementary education students as freshmen.

   A. Observations in other rooms at various grade levels. (Length and place of observations to be determined by specific objectives of individuals.)

   B. Opportunities to work with small groups of Laboratory School children in the development of specific skills through micro-teaching techniques.

4. To provide the faculty of the Elementary Education Department an opportunity to have earlier contact with elementary education majors that will permit both student and staff the opportunity to make judgments about the student's future plans.

   A. To encourage each student to see his academic advisor at least two times during the semester to get acquainted and to discuss his particular program needs or problems.

   B. Sponsor at least one social encounter of all Elementary Education staff members with all elementary education majors. (This could be delegated to one of the professional organizations such as S.E.A. and A.C.T.)

5. To provide freshman and/or sophomore students with the opportunity to observe, categorize, and practice some of the micro-aspects of teaching.

   A. To plan certain activities that the students could observe on video-tape, then practice the activity with a small group of their peers, then refine it and do it again with a small group of Lab School students. (Telling a story, probing experiential background, giving instructions, phrasing questions to obtain maximum pupil responses and etc.)

   B. Some may be interested in various ways of looking at the teaching task. (Category systems, rating scales, check lists, etc.)

   C. Some use of simulation may be attempted.

6. To explore some of the important personality characteristics that are essential to teaching.

   A. By selected reading as chosen by students in the class.

   B. Discussions in large groups and small groups.

SELF-ANALYSIS AND SELF-SCREENING

1. To look at the requirements of the profession, to assess one's own strengths and weaknesses, and to determine whether teaching is the place where the student can most profitably use his potential.

   A. To provide a first-hand experience that would let the student see what is required of a teacher in the classroom or engaging in other instructional tasks and to assess whether or not they feel that this profession holds the challenge, satisfaction, and growth potential that they desire.

   B. To provide the students the opportunity to explore teaching through reading and discussions about teaching.

   C. Group discussions related to the various field experiences.

2. To provide information about the development of the self-image, to provide the student the opportunity to assess their own self-concept, and attempt projects that could initiate change in this area.

   A. To encourage specific students to read in particular areas that may constitute a problem to them due to a lack of self-confidence or a low self-concept.

   B. To help students plan and carry out self-improvement projects that stem from their own self-analysis.

   C. To encourage the use of the professional counselors in cases where students have problems that need this kind of assistance.

3. To provide the student and staff with an earlier look at the student's needs and abilities as related to the profession. This assessment can be done at a time when changes are less costly in terms of time, money, and electives.

   A. To bring about contacts between staff and students, both formal and informal that would permit such as assessment that would be mutually beneficial.

BROADENING THE EXPERIENTIAL BACKGROUND

1. To provide the opportunity for the freshman and/or sophomore students in elementary education to have a broad range of experiences to help them to become more aware of the work of social institutions and the impact that they have upon the child.

A. Discuss other places where self-initiated experiences are available such as summer camps, boys and girls club work, tutorial volunteers, head start programs, religious education programs, and etc.

B. The voluntary experiences in the Vigo County tutorial program, Boys' club activities, and tutorial and recreational work at Hyte Center.

2. To provide experiences more specifically related to the teaching task to be taken in the public schools or other agencies involved with the instruction of children of elementary age.

A. Each student participant will be provided with a public school experience in one of the schools of the Vigo County School Corporation. The amount of time will depend on the schedule of the student with a minimum of 9-12 hours in the classroom.

B. To provide the opportunity for volunteer instructional experiences in other areas such as volunteer tutoring, community centers, and other instructional agencies.

3. To provide students with the opportunity to be involved in the designing, planning, and carrying out relevant activities or projects in all the various areas of this course.

A. To help students plan and carry out self-improvement projects that stem from their own self-analysis.

4. To suggest ways that the student can become involved in relevant self-initiated experiences throughout their college life that would enrich their background for teaching.

A. To provide motivation for students to analyze their own professional needs and fill the gaps that they see through self-initiated experiences that are outside the realm of any particular course requirements in our Elementary Teacher Education program.

B. To point out instructional or recreational activities with children that would provide experiences for the members of this class after the termination of this semester in such as summer camp work, recreational programs in parks, boys or girls clubs, church school work, Headstart programs and numerous other instructional programs available in the student's hometown.

5. To give the students the opportunity to see the meeting of needs and some differentiation of instruction by example.

A. By allowing and encouraging the students to use the time in this course to meet their own needs rather than merely fulfilling prescribed requirements.

It is not assumed that each of these objectives will be reached with every student, nor is it our intention that these objectives would become rigid guidelines that would prescribe precisely the nature and scope of this course. It is the intention of those working on this course that the nature and direction of this course would remain flexible and capable of some change as the students and instructors plan together.

POSSIBLE ACTIVITIES FOR FRESHMAN-AIDES

The following is a list of experiences that was prepared by the Indiana State Teachers Association in their Exploratory Teaching Handbook. These could serve as tentative guidelines for the types of experiences that a teacher-aide could do.

1. Prepare a seating chart of the class, learn the names, interests and abilities of the pupils as soon as possible.
2. Tell or read a story related to some special area of interest. Recite or read an appropriate poem. Bring or draw a picture to illustrate the poem or story.
3. Help a child prepare a story to read to the class.
4. Make supplementary reading material by taking stories from magazines, newspapers, or books and compile a booklet.
5. Help children with creative dramatics associated with their reading, social studies, or any other subject which would lend itself to this kind of interpretation.
6. Assist with the reading laboratory work.
7. Assist children with spelling words when they are writing stories or plays.
8. Lead a discussion of current events.
9. Help children make maps which would be useful in their work.
10. Assist children to make paper maché objects related to topic studies such as a mountain, volcano, hills, valleys, oceans, rivers, etc.
11. Listen to oral book reports, reports of articles read from periodicals and information secured from TV or radio.
12. Assist children with science experiments, labeling science exhibits and arranging the science corner.
13. Assist the children in taking care of the aquarium and plants.
14. Help students with various arithmetic concepts by using everyday practical props.
15. Help individual children in their craft work.

16. Practice the kind of handwriting used in the classroom and write assignments on the chalk board.

17. Assist or guide small groups in the use of workbooks.

18. Assist with supervised study.

19. Prepare materials for child or small group.

20. Help individual children or small groups with difficulties.

21. Work with absentees in completing work missed.

22. Under cooperating teacher's guidance, grade papers, maps, and notebooks.

23. Plan and arrange bulletin boards and/or sand tables.

24. Learn to play piano for music, rhythm, and program periods, if possible.

25. Help to arrange displays of children's work.

26. Help small groups of children make dictionaries of science words, geography words, etc.

27. Help children make illustrations and other visual aids for giving reports or panel presentations.

28. Collect material for rainy day activities and learn how to direct activities.

29. Work with small groups in activities planned with the cooperating teacher.

30. Help with art, music, or physical education assignments.

31. Review work with pupils in preparation for the tests.

32. Type stencils, operate duplicating machine, movie projector, filmstrip projector.

33. Learn the method of grading used in the school system.

34. Select books from the library to be used in a teaching unit.

35. Help individuals find research materials for reports.

36. Assist children in the lower grades with their wraps.

37. Assist cooperating teacher on the playground.

38. Help the school nurse to weigh and measure the children and make graphs to show their heights and weights.

39. Accept responsibility for making class announcements.

40. Assist the teacher in the collection of pupil fees, book rentals, etc.

41. Write letters requesting free and inexpensive materials.

42. Serve as recorder for the teacher in studying pupil participation in class as well as the relative time consumed by the teacher and by the pupils in class.

43. Help the substitute teacher.

44. Play games with the children and teach them new games.

45. Gather and discuss articles from the professional periodicals with sponsor (instructors) and cooperating teachers.

***

This list is not given as an exhaustive list of experiences that freshmen and/or sophomores can receive. It is not suggested that every student be expected to do all on this list and/or no others. There are some cautions that should be considered in the selection of experiences for these student aides. These are:

1. A student aide should not be left alone to plan or manage the activities of classroom or playground.

2. The student aide should not be given sophisticated instructional tasks that require more training than they have at this time.

3. The student aide should not be involved in the disciplining of pupils.

4. The student aide cannot assume the responsibility for the activities of the classroom which rightfully belong to the regular classroom teacher.

*** Taken From Exploratory Teaching Handbook (1966 edition) Indiana State Teachers Association, Pages 81-84.

STUDENT TEACHING CENTERS

During the 1971-72 academic year, we have initiated two student teaching centers: (1) Clay County School Corporation (this school corporation is centered in Brazil, Indiana, approximately 20 miles east of Indiana State University); (2) Metropolitan School District of Wayne Township (a suburban school corporation located on the west side of Indianapolis, Indiana, approximately 70 miles east of the University).

Student teaching in these centers differs significantly from our program in the non-center locations. Our non-center student teachers are assigned in the public schools for a period of 12 weeks, during which time the student teacher has either one assignment in an elementary classroom or a double assignment - 6 weeks in an elementary classroom and 6 weeks in a classroom in the student's endorsement area.

The student teacher is assigned to a center for the entire semester. The assignment may be to a regular elementary classroom for the entire 16 weeks or it can be split between various levels depending upon the needs and capabilities of the specific student. The elementary endorsement split assignment provides 8 weeks in each assignment.

Another difference between the programs is related to the courses taken during the professional semester. In the non-center assignments, the students return to campus after 12 weeks to take two post-student teaching courses. In the centers these courses are being taught in conjunction with the work the students are doing in their assigned classroom. One day per week, or its equivalent, is devoted to instruction within the center.

While the specifics of the two centers have differed, these differences have evolved as the programs became operational. As the programs are tailored to the uniqueness of the students involved and to the particular school corporation, these differences were encouraged. However, both centers are working towards the same general goals:

1. Increasing partnership between the various persons involved in the pre-service training of teachers.
2. Greater flexibility in providing a student-teaching experience unique to the student involved and in developing modules of instruction that will help the student reach specific behavioral objectives.
3. Increasing cooperative relationship between the University and the personnel of the school corporation so that the student teaching experiences in the professional semester are as closely related as possible to the reality of the elementary school.
4. Expanding the kind of experiences that the student teacher receives and relating university instruction as closely as possible to the problems and needs of the student.
5. Increasing opportunity to evaluate the program and to "adjust the machinery" as needed.

The Indiana State University - Elementary Teacher Education Program Student Teaching Center has a number of program features that are unique as a combined program. Each of these features is designed to make the most effective use of our resources and facilities in meeting the purposes of our new program. Some of the major program features follow:

Prescribed Visitation Time - This block of time is set aside for individually prescribed visitation activities that are deemed necessary. Initially this time period is fixed to occur on each Monday morning.

The university supervisor and/or the supervising teacher may, after noting a student teacher's competencies and deficiencies, arrange for the student's involvement in or observation of a particular teaching act. The goal of the activity will be clearly delineated so that the student teacher knows what he is seeking and when he has reached the goal.

A report of the activity will be submitted by the student. Each report will include three components: (1) a listing of the goal for the activity, (2) a report of the activities engaged in to reach the goal, (3) a statement of how the participant measured goal achievement.

The purpose of this activity is to:

1. Enable the student teacher to identify and perform teaching skills that he initially does not possess.
2. Enable the student teacher to identify other teacher "models".

Team Planning Cycle - This is a program feature that is designed to increase the efficiency of the supervisory conference. The notion of team planning may be seen in the following figure.

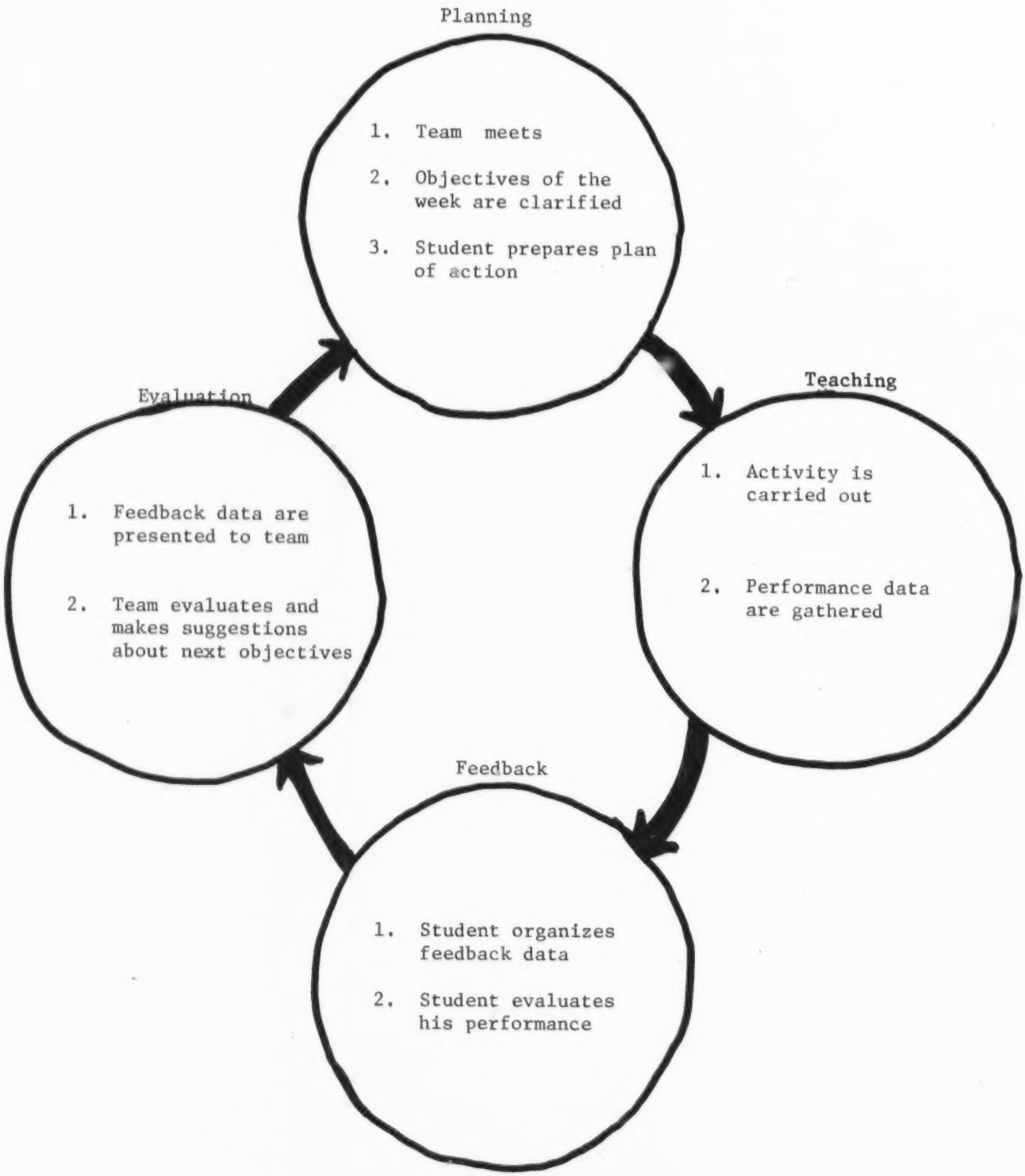
This process of supervision is somewhat new in "process" terms for it places a greater responsibility on the student teacher. He must aid in identifying the specific goals that he is striving for each week and he must help select the appropriate means to evaluate his performance.

This process should occur each week and a written record of the objectives sought, activities engaged in, and outcomes should be maintained by the student teacher.

This activity should enable the student teacher to:

1. Identify relationships between his performance as a teacher and pupil performance.
2. Identify relationships between the objective he seeks and the activities he engages in.
3. Identify relationships between objectives he reaches and evaluation of his performance.

TEAM PLANNING CYCLE


Planning
1. Team meets
2. Objectives of the week are clarified
3. Student prepares plan of action
Teaching
1. Activity is carried out
2. Performance data are gathered
Feedback
1. Student organizes feedback data
2. Student evaluates his performance
Evaluation
1. Feedback data are presented to team
2. Team evaluates and makes suggestions about next objectives

Center Learning Sessions - A variety of learning sessions that have normally been conducted in a university setting will be shifted to the center. The physical proximity of the learning sessions to the actual classroom situation is indicative of the close relationship that should exist between theories of education and educational practice.

Learning sessions are scheduled to occur each Monday afternoon. Although the initial learning sessions are structured, provisions have been made so that student teachers and supervising teachers may provide input for planning or modifying later learning sessions. Eventually the learning sessions will be constructed by the participants so that their professional and personal needs are dealt with in these sessions.

The initial sessions deal with topics such as observation skills, writing behavioral objectives, communication skills, school testing programs, the role of the teacher, parent-teacher relations, pupil-teacher relations, teaching ideas, self-evaluation, and child development and factors affecting child performance in school settings. These sessions enable the student teacher to perform a host of specific cognitive and affective behavioral objectives related to the topics mentioned. The learning sessions may be conducted by student teachers or supervising teachers with skills in the necessary areas or by university supervisors. Other specialists are invited to participate when their skills and knowledge are needed.

Cooperative Exchange of Student Teachers - This feature of the program is designed to provide a variety of classroom experiences on an individual basis. In essence it means that the university supervisor, two supervising teachers and their student teachers may mutually agree to an exchange of the student teachers. Although such an exchange is envisioned as normally occuring at

the midpoint of the student teaching time this is not a fixed rule. The merits of each situation are considered and judgments about exchanging are based on the unique aspects of that situation.

The purpose of this feature is to enable student teachers to participate for an extended period of time in teaching activities with pupils at different developmental stages.

It is hoped that these experiences will enable the student teacher to:

1. Identify, select, and use teaching methods appropriate for the pupils at different developmental stages.
2. Identify, select, and use classroom management procedures appropriate for pupils at different developmental stages.
3. Demonstrate knowledge of the subject matter dealt with by pupils at different developmental stages.
4. Demonstrate knowledge of the physical, social, and mental levels of the pupils dealt with at different developmental stages.

Dissemination Activities - There are a number of means that will be used to aid in disseminating results. The preciseness with which the student teacher prepares his weekly objectives, visitation forms, etc., will help provide the basis for accurate sharing of information. The supervising teacher has a key role to play in critiquing the written documents of the student teacher.

Informal daily log books will be maintained by the university supervisors in order to provide information for future program decisions.

These information recording procedures are just a few examples of the sources of information that we hope to have available at the end of this year. The information will be gathered and analyzed to form a report that gives a picture of our initial performance. These data will be used to make program decisions, inform our participants of overall progress, and inform other individuals of our progress.

It is hoped that this feature of the program will aid all participants by:

1. Providing knowledge of the total program.
2. Identifying program needs.
3. Encouraging specific individual help or suggestions to overcome program deficiencies.

BEHAVIORAL OBJECTIVES

Each of the four instructional block committees is in the process of developing behavioral objectives for their block. The following are examples and illustrations of this phase of our new program:

Block I - Initial Experiences

Pupil Behavior

demonstrate knowledge of the developmental pattern of children

demonstrate knowledge of behavior modification

Teacher-Pupil Behavior

demonstrate knowledge of interaction analysis

demonstrate knowledge of different pupil emotions

Pupil-Pupil Behavior

know and use sociometric techniques

identify feelings toward pupils

Teacher Behavior

demonstrate knowledge of the decision-making process

analyze classroom behavior occurances

Teacher-Teacher Behavior

describe the role of a teacher

identify alternatives of response to elicited behavior

Teacher-Parent Behavior

identify value areas

demonstrate ability to relate knowledge and feelings to others

Self-Behavior

identify attitudes toward pupils

use self-evaluation skills to assess self

Block II - Curriculum Theory and Instruction

Common Objectives

demonstrate ability for integrating subject matter

produce materials to fulfill the objectives

Objectives of Developmental Reading

demonstrate knowledge of ability to differentiate instruction

demonstrate knowledge of major approaches in reading instruction

Objectives of Social Studies

demonstrate ability to produce units of work

demonstrate knowledge in use of maps and globes

Objectives of Audiovisual Education

demonstrate role of instructional software in instruction

demonstrate knowledge of systems approach

Block III - Curriculum Theory and Instruction

Common Objectives

demonstrate knowedge of the cognitive and affective needs of children

demonstrate knowledge of impediments to effective teaching

Block IV - Professional Semester

Role of the School

identify current social problems and their influence upon the school

demonstrate knowledge of civil laws governing the behavior of teachers

Effective Learning Experiences

demonstrate ability to establish realistic instructional objectives

demonstrate ability to select and organize appropriate content

Practicing Alternative Approaches

develop criteria for assessing learning experiences

demonstrate ability to relate learning task to needs and abilities of students

Professional Responsibilities

demonstrate knowledge of purpose and contributions of various professional organizations

demonstrate a personal enthusiasm for learning and teaching

BLOCK I
(Elementary Education 100 and Education Psychology 202)

The student who has identified himself as an elementary education major will take as a prerequisite to courses in the professional sequence the elementary education 100 and educational psychology 202 block. This block provides experiences which assist the student in understanding how as a unique individual he fits into the teaching profession and the teaching-learning process. The over all objective of this block, therefore, is for the student to: Gain a better understanding of the concepts relating to the human components of the teaching-learning paradigm, the elementary school, and the process involved in becoming an elementary teacher. The following is a breakdown of this over all objective into the general and specific objectives each student should reach during this block of time.

I. General Objective

Develop a better understanding of the teaching-learning paradigm and the human components which comprise this system.

A. Specific objectives

1. Pupil behavior

a. demonstrate knowledge of the fundamental principle of human development

b. identify ages and stages of development as presented by such psychologists as Gesell, Piaget, Freud, and Erikson.

c. illustrate various action systems of children; eg., aggression, dependency.

d. explain the meaning individual differences and relate this concept to measures of central tendency and dispersion.

e. classify children's behavior in the classroom, such as: attention getting; power; revenge; and inadequacy, etc.

1. The elementary school in the American society

   a. demonstrate knowledge of the educational system.

   b. describe the role of a teacher.

   c. demonstrate knowledge about the educational program of the school they are in.

   d. identify attitudes toward various educational practices (discipline, pupil freedom).

   e. identify attitudes towards social practices that relate to education in the classroom.

2. Academic and professional programs at Indiana State University

   a. collect information that will help them develop their individual program of study.

3. Advisement and decision making

   a. identify attitudes toward teaching as a career.

   b. select an area of study within education that they feel is appropriate for them.

   c. identify motivation for being where they are (in elementary education program).

   d. identify needs that are being satisfied by career choice.

   e. describe their feelings toward education.

   f. use self-evaluation skills.

   g. relate career decisions given a choice of alternatives.

2. Teacher-Pupil Behavior

   a. demonstrate knowledge of principles of democracy as they relate to education in the classroom.

   b. demonstrate knowledge of behavior modification.

   c. demonstrate knowledge of interaction analysis.

   d. identify feelings toward pupils.

   e. describe various educational practices; ie. discipline, grouping, etc.

   f. demonstrate knowledge of major psychological theories (learning and personality)

3. Pupil-Pupil Behavior

   a. identify pupils--pupil behaviors, i.e.; anger, aggression, etc.

   b. differentiate between the actual behavior and their feelings regarding the appropriateness of the behavior.

   c. illustrate thru the use of sociometric techniques, pupil-pupil interactions and transactions.

   d. describe means of developing positive and negative behavior transactions among pupils.

4. Teacher Behavior

   a. identify attitudes towards pupils.

   b. demonstrate knowledge of different pupil emotions.

   c. demonstrate knowledge of the deciosn-making process.

   d. demonstrate knowledge of institutional criteria for certification (formal and informal)

   e. relate knowledge and feelings to others.

   f. identify value areas.

   g. identify feelings toward pupils.

II. General Objective

Develop a better understanding of the elementary school and the process involved in becoming an elementary teacher.

A. Specific objectives

ELEMENTARY EDUCATION BLOCK II

Compiled by - Ralph Jones
Richard Biberstine
Larry Reck

A. COMMON GENERAL OBJECTIVES OF BLOCK II

1. The student will realize the need for integrating subject areas to make them more meaningful to their future pupils.

2. The student will become familiar with media for reading instruction and how to practically apply them in the classroom.

3. The student will demonstrate knowledge in the use of maps and globes.

4. The student will know how to identify learning goals and select, analyze, evaluate and utilize teaching materials in various subject areas.

5. The student will be able to produce a variety of materials to fulfill the objectives and needs of his class.

6. The student will understand impediments to effective teaching and how to alleviate them through the basic communication processes.

7. The student will understand how to prepare a resource unit and where and how to gather instructional materials.

8. The student will demonstrate a knowledge of the importance of the cognitive and affective needs of the child.

9. The student will demonstrate the knowledge of effective human relationships involved in teaching and the ability to relate with children in participation experiences.

10. The student will plan a specific mini-lesson (or lessons) in Reading Language Arts or Social Studies which will be videotaped and viewed by the student and one or more of the instructors.

11. The student will learn to effectively work with children and professional colleagues in the Laboratory School.

12. The student will work toward the understanding of the process of becoming an effective elementary teacher.

B. GENERAL OBJECTIVES OF DEVELOPMENTAL READING AND OTHER LANGUAGE ARTS (El. Ed. 397)

1. The student will understand how language is developed during the preschool years and the factors that are related to normal language development as well as those factors that could contribute to deficiencies.

2. The student will understand the relationship that exists between experiential background and language development.

3. The student will understand the relationship between general language development and the various areas of the language arts.

4. The student will read about and discuss specific skills that need to be developed for developing competency in the teaching of developmental reading and the other language arts.

5. The student will become knowledgeable of the major approaches in reading instruction and the combination of instructional techniques in an effective developmental reading program.

6. The student will demonstrate knowledge of some of the research, innovations, trends and materials in this area.

7. The student will demonstrate the knowledge of individual differences and the ability to differentiate instruction on the basis of a diagnostic assessment of the child's needs in the specific areas.

C. GENERAL OBJECTIVES OF ELEMENTARY SOCIAL STUDIES (El. Ed. 392)

1. The student will demonstrate knowledge of various social studies patterns, including suggested scope and sequence, used in Indiana and other states of the nation.

2. The student will demonstrate familiarity with all types of professional materials in the field of elementary social studies.

3. The student must show that he is skilled in developing units of work for use with elementary school children which will meet the needs of children with varying abilities.

4. The student will show a knowledge of and acquaintance with many types of elementary instructional materials and have skill in using same -- textbooks, supplementary books, maps, globes, charts, film strips, movies, slides, pictures, atlases, etc., etc., etc.

5. The student will show an acquaintance with various evaluation procedures and demonstrate ability to use same.

6. The student will study the attitudes, skills and application of basic resource in the social studies.

D. GENERAL OBJECTIVES OF AUDIOVISUAL EDUCATION (El. Ed. 314)

1. The student will be skillful in the utilization techniques of audiovisual equipment and their application to classroom learning situations, with emphasis on the newer media.

2. The student will know the role of instructional software in the curriculum and will be familiar with their advantages and weaknesses.

3. The student will be familiar with a variety of display techniques, including bulletin boards and flannel boards, chalkboard, their construction, evaluation, and practical application.

4. The student will be proficient with basic production of instructional software.

5. The student will know how to apply the systems approach to his teaching and design it in such manner as to make his instruction practical.

6. The student will develop a favorable attitude toward instructional hardware and software by being familiar with their potential as a means to more effective and efficient learning.

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I. The Prospective Beginning Teacher Should Understand the Role of the School as it Attempts to Serve Pupil and Community Needs in a Changing Society.
   A. Understand how the current problems may influence the role of the school.
      1. Can take a problem and reasonably project its influence on the elementary school and its program.
   B. Understand how school systems function and operate
      1. Has the knowledge of the general administrative organization of various public school systems.
      2. Has knowledge of certification and licensing regulations of the State of Indiana.
   C. Knows the civil laws that govern the behavior of teachers in their work.
      1. Can demonstrate the above in writing.

II. The Prospective Beginning Teachers Should Understand, Select, and Organize Content Consistent with Both the Logic of Content, and the Needs of the Learner.
   A. Knows how to plan effective learning experiences for children in the various subject areas and is familiar with instructional materials and curriculum guides available.
      1. Can establish realistic objectives.
      2. Can select and organize needed materials.
      3. Can select appropriate content.
      4. Can assess where children are and can choose appropriate objectives and content for them.

III. The Prospective Beginning Teacher Should Possess the Skills and Understandings Needed for Identifying, Selecting, and Practicing Alternative Approaches to Working with Children.
   A. Should be able to demonstrate and analyze growth and development of individual differences.
      1. Can demonstrate an understanding of human growth and development and of individual differences.
      2. Can demonstrate his knowledge of the variety and range of both normalcy and exceptionality.
      3. Can demonstrate knowledge of factors which influence growth, i. e., culturally deprived.
   B. Selects appropriate teaching strategies for particular subject matter and adapts these to provide for individual and group needs.
      1. Develops criteria for assessing learning experiences.
      2. Demonstrates a variety of teaching techniques.
      3. Can relate learning theory and teaching methods to the learning task and to the abilities and needs of the students.
      4. Knows how to measure and evaluate student abilities, achievement, and needs.

IV. The Beginning Teacher Should Understand and be Able to Perform Professional Responsibilities and Have a Real Commitment to Teaching.
   1. Understands the role of the teacher as a member of the profession
      a. Knows the purposes and contributions of several professional organizations
         1. That a profession has several characteristics
            - A policy itself
            - A program itself
            - It has a specialized body of knowledge
            - It has professional journals
            - It has a code of Ethics (knows NEA Code)
            - It has an association or organizations

2. Can name and explain purposes and organizations and is familiar with journals of various professional subject-matter organizations.

b. Participates in professional organizations and conferences.
   1. Attends and participates in at least one out-of-state conference or seminar while a student
   2. Attends faculty meetings and conferences in public schools while doing major field experiences in public schools.

c. Can adjust to unusual situations
   1. Shows he can outwardly "keep his cool."
   2. Does not have "to get even" - shows he is willing and able to take criticism of professors, his colleagues, his supervising teachers, and children.
   3. Shows he can assume responsibility - by volunteering for extra tasks, "taking over" when the cooperating teacher is called out of room during probationary or field experiences.
   4. Can "think on the spot" using alternative ideas when failure of equipment or behavior of children prevents learning.

d. Displays good physical and mental health
   1. Shows abundant energy in activity in classrooms, in promptness, in play with children on playground.
   2. Talks optimistically.
   3. Has ideas and tentative plans about himself "next year," 5 years from now.
   4. Has accurate picture of own self-concept.
   5. Shows no physical characteristics not considered normal.
   6. Shows "good personality" as evidenced by observation and testing.

2. Displays characteristics essential to working effectively with adults and children.

a. Shows a special concern for helping others.
   1. Is courteous and tactful and prompt.
   2. Keeps promises and appointments - shows evidence of being dependable during 4 years
   3. Is concerned about children with learning and behavior problems - makes little case studies of "problems" during participatory and field experiences.
   4. Keeps confidential information confidential.
   5. Knows values important to society - values of work, clean environment, goodness of completing a task on time, - helps others to see these values.
   6. Shows sensitivity.

b. Interacts with an open mind
   1. Encourages children to ask questions.
   2. Arranges environment so children can use own judgements, reach own conclusions.
   3. Does not dominate peers in using up all of "talking time" - whos this in college class discussions.
   4. Is not afraid to admit he was wrong.
   5. Applies scientific method, attempts to get all facts, before convincing colleagues he is right.

3. Displays a personal enthusiasm for learning and teaching.

a. Works beyond requirements
   1. Does "extra credit" beyond requirements of a college course
   2. Strives for perfect attendance in college classes.

3. "Over-plans" during his field experiences.
4. Records show many instances of doing "extra work" to enhance his own learning and show "good feeling" of a job"well-done."
5. Attends late-hour sessions and seminars without complaint.

b. Looks upon new experiences in learning as stimulating and essential.
   1. Reads professional magazines on his own.
   2. Comments show eagerness to begin a course, begin working with children.